

TEKS Cluster: Gilded Age

US.3 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898.

Connected Knowledge and Skills US.5, US.15, US.23, US.25, US.26

Growth and Change in the West

- ❖ US.3(B) analyze economic issues such as industrialization, the growth of railroads, ... farm issues, the cattle industry boom, ...
- US.3(A) analyze political issues such as Indian policies, ...
Readiness Spiral Standards: US.12(A), US.13(A), US.27(A)
- US.15(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century
- US.25(B) describe the Americanization movement to assimilate ... American Indians into American culture

Immigration

- ❖ US.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization
Readiness Spiral Standards: US.2(A), US.13(B), US.25(C)
- US.15(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, ... immigration quotas
- US.25(B) describe the Americanization movement to assimilate immigrants ... into American culture
Supporting Spiral Standard: US.24(A)

Industrialization

- ❖ US.3(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, ... the growth of entrepreneurship, and the pros and cons of big business
- US.3(A) analyze political issues such as ..., the growth of political machines, civil service reform, ...
- US.15(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act ...
- US.26(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone ... petroleum-based products, steel production, ... on the economic development of the United States *Spiral Standard*
Readiness Spiral Standards: US.2(A), US.13(A), US.14(A), US.24(B), US.27(A)
- US.5(B) evaluate the impact of ... reform leaders such as ... Jane Addams ... on American society
- US.23(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, ... *Spiral Standard*
Supporting Spiral Standards: US.24(A), US.25(D)

Student Expectations

- ❖ US.3(B) analyze economic issues such as industrialization, the growth of railroads, ... farm issues, the cattle industry boom, ... (R)
- US.3(A) analyze political issues such as Indian policies, ... (R)
- US.15(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century (S)
- US.25(B) describe the Americanization movement to assimilate ... American Indians into American culture (S)

Connected Spiral Standards

- Impact of physical and human geographic factors on the Klondike Gold Rush US.12(A)
- Causes and effects of changing demographic patterns: westward expansion US.13(A)
- Scientific discoveries, technological innovations, space exploration: transportation and communication (and the application of these by the free enterprise system) improve the standard of living in the United States US.27(A)

Academic Vocabulary

Vocabulary	Terms
assimilate/assimilation*	American Indian
cattle industry	Americanization Movement
cultural assimilation*	federal land grants*
frontier*	Great Plains*
homesteading*	Homestead Act*
Indian policies	monetary policy
railroad*	Native American*
rural society*	Transcontinental Railroad
statehood*	Trusts/Anti-trust

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map*	Chart/Table
Graph	Graphic Organizer	Bulleted List of Facts*	Timeline

Item Types

Short Constructed Response (2 pts)	Multiselect* (2 pts)	Multipart (2 pts)	Match Table Grid (2 pts)
Drag and Drop (1-2 pts)	Hot Spot (1-2 pts)	Inline Choice (1-2 pts)	Hot Text (1-2 pts)
			Multiple Choice* (1 pt)

Content Builder

America is defined by many of the traits associated with this period, such as Manifest destiny, rugged individualism, and practical innovation. Migration to the West was motivated by a desire for quick wealth or inexpensive land, and the growth of the railroad, such as the Transcontinental Railroad which connects the east and west coasts, made it easier and cheaper for Americans to move west for more opportunities.

Conflicts erupted over the use of this land by farmers, ranchers, and the American Indians who had previously roamed the land. Innovations like the windmill, steel plow, and barbed wire helped these families tame and close the frontier.

Students need to:

- Understand the push and pull factors associated with increased settlement in the west and the issues which accompanied this migration.
- Analyze the reasons and innovations (transportation and communication) that helped to change the image of the Great Plains.
- Identify push and pull factors that encouraged settlement of the Great Plains.
- Describe how the Transcontinental Railroad and the Homestead Act impacted the cattle industry and U.S. economy and contributed to settlement of the frontier.
- Explain the social and economic effects of Americanization policies, such as the Dawes Act, on the American Indian.
- Compare points of view for groups impacted by western settlement (American Indians, ranchers, farmers, and miners).

Instructional Implications

When you teach Growth and Change in the West, remember to:

- Have students explain the social and economic changes that resulted from the Transcontinental Railroad and the Homestead Act.
- Have students analyze excerpts from the Homestead Act.
- Be sure students can associate points of view about issues around western settlement. They should be able to explain why a particular group holds the views they do (e.g., whose land is it?, fence or not?, buffalo: essential or sport?).

Learning from Mistakes

Students may make the following mistakes:

- Confusing points of view of different groups impacted by the western settlement
- Not connecting the significance of the railroad with rapid settlement and statehood
- Mixing up Nativists and Americanization/assimilation efforts

Interesting Items

US.3(B) 2016 #8 US.12(B) 2018 #37 US.25(B) 2023 #47 US.25(B) 2022 #54

Student Expectations

- ❖ US.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization (R)
- US.15(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, ... immigration quotas (S)
- US.25(B) describe the Americanization movement to assimilate immigrants ... into American culture (S)

Connected Spiral Standards

- Major eras in U.S. history and their defining characteristics US.2(A)
- Causes and effects of changing demographic patterns resulting from immigration US.13(B)
- Characteristics and issues in U.S. history reflected in art, music, film, and literature US.24(A)
- Contributions of people of various racial, ethnic, gender, and religious groups and how they shaped American culture US.25(C)

Academic Vocabulary

Vocabulary		Terms
advocated*	migration*	Americanization
assimilate/assimilation*	nativism*	Chinese Exclusion Act of 1882
demographics*	population density*	Nativists*
immigration*	quota	tenement housing*

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article*	Government Document*	Secondary Source Text
Photograph/ Painting*	Political Cartoon/ Advert./Other*	Map	Chart/Table
Graph	Graphic Organizer	Bulleted List of Facts*	Timeline

Item Types

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Drag and Drop (1-2 pts)	Hot Spot (1-2 pts)	Inline Choice (1-2 pts)	Hot Text (1-2 pts)	Multiple Choice* (1 pt)

Content Builder

New Immigrants from Southern and Eastern Europe, pulled by the dream of a better life, freedom, work, and cheap land, streamed into cities like New York, Boston, and Los Angeles. These immigrants had distinctively different cultures from previous immigrant groups. The dream of the new world was often replaced with a crowded, dirty, and dangerous urban environment. Immigrant groups tended to concentrate in specific areas of the cities, developing unique neighborhood cultures or enclaves. Policies such as the Chinese Exclusion Act of 1882 and the Americanization movement sought to reduce certain immigrant groups and assimilate immigrants into American culture, since many new immigrants were not of Western European background.

Students need to understand:

- Push and pull factors resulting in an increase in immigration during this period.
- Changes in immigration patterns during the Gilded Age.
- Impact of the social and cultural differences of new immigrants’ acceptance in the U.S.
- How restrictive policies were a result of social clashes.
- Challenges immigrants faced as a result of rapid urbanization and industrialism.
- Discrimination “new immigrants” often faced from descendants of “old immigrants”.
- Examples of contributions made by immigrants to American culture.
- Social Gospel influence on philanthropy for new immigrants.

Instructional Implications

When you teach Immigration, remember to:

- Review the concept of gilded and identify how it is related to the immigrant experience.
- Focus on geographic concepts of push and pull factors for new immigrants, such as Germans, Irish, Italians, Chinese, Polish, of the Gilded Age period.
- Have students graph or chart social and economic changes that resulted from the immigration of specific groups and immigration in general.
- Have students practice interpreting primary sources, including photos, political cartoons, and quotes, emphasizing attitudes and issues faced by immigrants. Be prepared for racial stereotyping often displayed during this period.

Learning from Mistakes

Students may make the following mistakes:

- Not understanding the differences between old immigrants and new immigrants
- Confusing causes and effects of specific immigration patterns
- Being unclear on who Nativists were and why they held certain beliefs
- Confusing the Chinese Exclusion Act as a foreign policy instead of a Nativist policy

Interesting Items

US.3(C) 2022 #20

US.3(C) 2018 #40

US.3(C) 2019 #22

US.13(B) 2021 #20

Student Expectations

- ❖ US.3(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, ... the growth of entrepreneurship, and the pros and cons of big business (R)
- US.3(A) analyze political issues such as ..., the growth of political machines, civil service reform, ... (R)
- US.15(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act ... (R)
- US.26(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone ... petroleum-based products, steel production, ... on the economic development of the United States *Spiral Standard* (R)
- US.5(B) evaluate the impact of ... reform leaders such as ... Jane Addams ... on American society (S)
- US.23(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, ... *Spiral Standard* (S)

Connected Spiral Standards

- Major eras in U.S. history and their defining characteristics US.2(A)
- Causes and effects of changing demographic patterns resulting from migration within the United States, including ... rural to urban US.13(A)
- Effects of population growth and distribution on the physical environment US.14(A)
- Characteristics and issues in U.S. history reflected in art, music, film, and literature US.24(A)
- Impacts of cultural movements in art, music, and literature such as Tin Pan Alley US.24(B)
- Contributions of women to American society US.25(D)
- Technological innovations: transportation and communication (and the application of these by the free enterprise system) improve the standard of living in the United States US.27(A)

Academic Vocabulary

Vocabulary		Terms	
big business*	labor unions*	captains of industry	robber barons*
civil service	laissez-faire	corruption*	rural
competition*	monopolies*	Gilded Age*	Social Gospel
government regulations*	trusts*	infrastructure	steel
industrialization*	urbanization*	political bosses*	manufacturing/production*
		political machines*	urban
		profit*	wages

(continued)

Content Builder

Industrialists found new ways to operate and expand their businesses by incorporating new mechanized production. Industrialists amassed great wealth in the process while most workers remained poor and exploited. Urbanization resulted as young men and women left their family farms to move to the cities in search of employment. Overcrowded cities struggled to keep up with housing and service demands. Government laissez-faire policies supported factory owners, rather than ensuring fair wages and safe working conditions.

Students need to:

- Identify economic, political, and social change brought about by industrialization.
- Analyze social, economic, and political issues that arose during the Gilded Age as a result of industrialization, the growth of cities, and the rise of big business.
- Explain how industrialization led to urbanization.
- Understand changing demographic patterns due to the increase in job opportunities in urban areas.
- Explain how industrialization changed the way people produced goods and services in America.
- Identify new inventions and how they changed life and work in the late 1800s.
- Compare living standards between workers and industrialists.
- Describe economic, social, and political issues resulting from rapid urbanization.
- Explain the reasoning behind the Social Gospel.
- Define philanthropy and understand specific examples.
- Understand the concept of robber barons v. captains of industry.

Instructional Implications

When you teach Industrialization, remember to:

- Have students compare examples of industrialists v. workers and identify examples which support the period being named the Gilded Age.
- Have students contrast points of view related to issues around industrialism and rapid urbanization.
- Have students create pro and con charts for immigrants in urban situations.
- Have students analyze primary sources from Jacob Riis and Lewis Hines to identify issues around rapid urbanization and industrialization.
- Have students chart the issues of immigrants and rapid urbanization, and identify positive and negative government and philanthropic responses.
- Consider using Tin Pan Alley to provide examples for culture during the era.
- Use cause and effect graphic organizers to show how industrialization changed business practices. Be sure to include other businesses in addition to Carnegie Steel and Standard Oil.

Stimulus

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			Multiple Choice* (1 pt)

Learning from Mistakes

Students may make the following mistakes:

- Underestimating the economic, social, and political impacts of industrialization
- Assuming government inaction was due to corruption rather than political policy (laissez-faire)
- Not understanding the positive social impact of the political machines and the support they received from the population, especially from the immigrant groups
- Not connecting cause and effect relationships (innovation, production, impact on workers, etc.)

Interesting Items

US.3(A) 2023 #60
 US.3(A) 2021 #58
 US.3(B) 2019 #10
 US.3(B) 2016 #8
 US.13(A) 2017 #30
 US.15(B) 2022 #33
 US.15(B) 2016 #45
 US.27(A) 2015 #11